DOCUMENT RESUME

ED 357 058 TM 019 784

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TITLE Career Education. Program Evaluation Report.
INSTITUTION Orange County Public Schools, Orlando, FL. Program Evaluation Office.
PUB DATE Aug 92
NOTE 51p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Education; Career Exploration; Career Guidance; Curriculum Development; *Curriculum Evaluation; Educational Objectives; Elementary School Teachers; Elementary Secondary Education; Interviews; Middle Schools; Program Evaluation; Questionnaires; *Relevance (Education); School Counselors; School Districts; *School Surveys; Staff Development
IDENTIFIERS *Orange County Public Schools FL

ABSTRACT

In the Orange County (Florida) Public Schools, an evaluation was conducted of career education provided in elementary schools and secondary schools. A kindergarten through grade 12 (K-12) Career Education District Articulation Plan provides objectives for every grade level. Ideally, career education is infused into the regular and special education curricula by K-12 teachers, occupational specialists in high schools, and guidance counselors at all levels. To evaluate the program, questionnaires were administered to approximately 100 teachers each at 75 elementary schools and at 10 middle schools, as well as to most of the guidance counselors. Structured interviews were conducted with 20 program consultants and administrators, and high school occupation specialists completed a job analysis. Evaluation reveals that career education continues to be a relevant program, and that a strong validation of purpose and scope is found in recent district documents. Career education lessons and activities may be most frequently found in elementary schools, with less emphasis in middle schools. In the high schools, occupational specialists need additional resources and space to provide services. There appears to be an overall need for staff development and familiarization with district objectives. Seven tables present study findings. Appendixes contain the fifth-grade and seventh-grade questionnaires, and the elementary school and high school guidance counselor questionnaires. (SLD)

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CAREER EDUCATION

PROGRAM EVALUATION REPORT
August 1992

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CAREER EDUCATION

PROGRAM EVALUATION

Executive Summary

Prepared by Diane Färdig

August 1992

INTRODUCTION

Career education is a relatively recent concept compared to reading, writing, and math, and it is helpful to examine its background and development. The career education movement began about 20 years ago under the leadership of Kenneth Hoyt who was then U.S. Assistant Commissioner of Education. Hoyt (1972) offered the following landmark definition of career education:

> "Career education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

As educators began to develop programs, curriculum, and activities to teach career education, additional definitions moved away from the work ethic emphasis. Instead, the concept of career education became broader and included preparation for life, including personal fulfillment.

In this manner, the concept of career education gradually became perceived as a developmental process with many goals and objectives for students in regular and special education. The career education curriculum included self-help skills, occupational information and skills, leisure time skill development, and community resource skill development.

It was determined that career education could begin as early as kindergarten and should extend throughout public education. The methods for delivering career education included a separate curriculum, special courses, unit teaching and infusion. Infusion refers to teaching career education objectives within the regular curriculum, where career education concepts naturally occur. There were advantages and disadvantages to each method, with many educators choosing the infusion method. This method was chosen because it was seen to have two major attributes: (a) makes abstract content more relevant, concrete and easier to learn, and (b) exposes students to a wider range of content. The major disadvantages of the infusion approach include that it is not systematic in scope and sequence, depends on voluntary effort by teachers, and is difficult to measure and evaluate. Over time, career education became accepted as a part of the total curriculum by many teachers and principals. Community members were encouraged to become involved in the process by providing occupational exploration and related activities.

OVERALL CONCLUSION

The results of the evaluation process revealed that Career Education continues to be a relevant program and that a strong validation of purpose and scope is found in recent documents such as the Secretary's Commission on Achieving Necessary Skills (SCANS). The evaluation process also indicated that career education lessons and activities may be most frequently found in elementary schools. There appears to be significantly less career education concepts presented in middle schools. It is likely that the support of administrators and a renewed career education staff development emphasis could strengthen the career education program at the secondary level.

EVALUATION QUESTIONS, FINDINGS AND RECOMMENDATIONS

1. What are the results of previous program evaluations and how do they relate to the present evaluation?

Findings

A program evaluation of the Articulated Career Education Program in 1983 indicated this was a successful workshop for teachers, administrators, and parents, and a series of workshops followed.

A resource guidance counselor, responsible for conducting follow-up surveys for graduates and dropouts, was made available to support the program.

Recommendations

None.

2. Are program goals and objectives for Career Education appropriate as determined by literature reviews and the needs of the OCPS?

Findings

The goals of the career education program are found by OCPS teachers and counselors to be clear, understandable, reasonable, appropriate, practical, and worth achieving. Surveys of elementary and middle school teachers indicate that grade level teachers are presenting career education objectives. Interviews with occupational placement specialists indicate that they provide career education resources and advice.

A review of related literature revealed that the components of career education are current issues, and indicated a trend toward increasing career education objectives related to preparation for entry into the workforce. The Secretary's Commission on Achieving Necessary Skills (SCANS) presents many student competencies related to career education. The OCPS Student Outcomes Committee proposed several performance categories directly related to career education.

Recommendation

Consideration should be given to updating The Articulated Plan for Career Education, written in 1983, by including in its language those concepts found in the SCANS (1991) competency areas.

3. To what extent are teachers, guidance counselors, and occupational specialists aware of the career education purpose and the strategies for implementing the Articulated Career Education Plan?

Findings

The majority of teachers surveyed during this project were not familiar with the OCPS District Articulation Plan. Of those guidance counselors surveyed, elementary guidance counselors appeared more familiar with the Articulation Plan than middle or high school counselors.

The majority of teachers and guidance counselors reported that they could give a clear definition of career education. Occupational Placement Specialists indicated a clear understanding of the scope and purpose of career education. These specialists actively assist teachers and students with career education projects and activities.

Recommendation

Consideration should be given to including the District Articulated Plan for Career Development as part of inservice activities for elementary, middle, and high school teachers and counselors.

4. Are satisfactory operational guidelines and related staff development available to all personnel responsible for implementing career education?

Findings

Teachers surveyed in a sample of elementary and middle school indicated that: (a) the majority had not received career education staff development, and (b) 34-52 percent reported that staff development would be a way to improve the career education program.

Recommendations

Consideration should be given to seeking district support for career education staff development for teachers, especially at the elementary and middle school from the OCPS Training and Development Team. Training materials may include guidelines for program implementation.

Consideration should be given to seeking support for career education staff development for beginning teachers from the OCPS Professional Orientation Program.

5. What are the experiences of teachers, counselors, and occupational specialists regarding the delivery of career education and related services?

Findings

Results of surveys of a sample of elementary and middle school teachers indicate that career education is more often infused and presented in regular lessons at the elementary level (82-99 percent). There is less presentation of career education objectives by middle school teachers although a significant percentage present the objectives (36-66 percent).

It would appear that a cadre of perhaps 25 percent of the elementary guidance counselors surveyed may be presenting career education consistently and frequently through presentations, special projects and developmental guidance. It would also appear that another 25 percent may not be presenting career education. The remaining 50 percent may be presenting career education occasionally, but not systematically.

It appears that of the middle school guidance counselors who responded to the survey questionnaire, two thirds present career education while one third do not. When asked to indicated the priority given to career education in developmental guidance, Impact, and guidance presentations, no more than 30 percent indicated that career education was a high priority. Comments from most of the guidance counselors who do not present career education indicated that, while were they willing to present career education, they did not have the time to present related activities.

Occupational placement specialists report that they present career education in cooperation with regular subject matter teachers. They also assist students with career research decisions.

Recommendations

Consideration should be given to working with guidance counselors and teachers who present career education systematically to determine what methods they use to present career education concepts and activities. Consideration should be given to providing a sharing session as a staff development component so that teachers, guidance counselors and occupational placement specialists might share their expertise with other school faculty who are willing to implement the program.

6. To what extent are local businesses, industries, agencies, and educational institutions cooperating to provide beneficial field experiences for students?

Findings

The District Guidance and Career Education Advisory Committee supports career education. The Partners in Education program may have potential for procuring beneficial field experiences for students within the partners in education contracts.

Recommendations

Consideration may be given to requesting assistance from the District Career Education and Guidance Advisory Committee and the OCPS Partners in Education Program personnel for recruiting businesses, agencies, and industry organizations to provide beneficial field experiences for students.

7. To what extent are students furnished with observations and hands-on experiences as part of career education?

Findings

Surveys of elementary and middle school teachers and counselors and high school guidance counselors, interviews with occupational placement specialists, and results of Partners in Education program evaluation indicate that there are many types of observations and hands-on experiences in career education available through the creativeness of OCPS personnel. These same data sources indicate there is potential to expand observation and hands-on activities through replicating successful activities, programs and events and by developing partnerships with business, industry and public service agencies.

Recommendation

Consideration should be given to including examples of successful observation methods and hands-on experiences as part of career education staff development for teachers and guidance counselors. Teachers, counselors, and occupational placement specialists may be used as resources to their colleagues.

8. What are the barriers to successful implementation of career education?

Findings

Guidance counselors K-12, and elementary and middle school teachers indicated the level of the conditions necessary for successful implementation of career education were not as high at the secondary level as the elementary level. Elementary teachers and counselors indicated the most frequently found condition was community support (e.g., CRVs and Partners in Education). Sixty percent of elementary teachers indicated a high level of support from school principals. The majority of conditions (i.e., developmental guidance, information sharing, related activities, materials and resources) for successful implementation of career education are not rated at the maximum level by guidance counselors K-12 and elementary and middle school teachers. Occupational specialists express the need for media support.

Recommendation

Consideration should be given to communicating these essential conditions to school and district personnel responsible for providing the conditions or assistance in attaining the conditions.

9. To what extent is technology incorporated in career education?

Findings

Instructional technology does not exist at most elementary sites.

Technology is used in career education on a limited basis mainly in middle and high schools. The limitations are mainly due to budget restrictions, rather than resistance or disinterest by school personnel.

Instruction with a technological emphasis is more available at the high school level at schools with Tech Prep, and through some shared- time vocational courses. Career research is available through computerized programs for high school and middle school students.

Technology-related instruction is considered essential for grades K- 6 according to the Blueprint for Career Education.

Recommendations

Consideration should be given to encouraging elementary and middle school field trips to OCPS vocational-technical schools that have occupational training in areas that use technology. It may be appropriate for these schools and programs to serve as Partners-in-Education and provide career exploration and awareness opportunities.

As budget restrictions ease, consideration should be given to supporting the exploratory wheel in middle schools so that career education may be strengthened in the middle grades.

10. Is the environment--including management, facilities, equipment, supplies, and material--satisfactory to meet the needs of the program?

Findings

For the most part, the environment needed for successful implementation of career education by regular teachers, guidance counselors and occupational placement specialists is adequate. There are two occupational specialists that do not have ordinary locations, one in an unsecured area of a media center, the other in what was formerly used as a "potty portable." These environments may interfere with optimal implementation of career education.

The environment needed for implementation of Tech Prep is extraordinary. Funds may be available from the Florida DOE for expansion as part of the Career Blueprint program.

Recommendations

Consideration should be given to working with school-based management in securing appropriate and ordinary placement the two occupational placement specialists mentioned above. Consideration should be given to offering the career materials and packets housed at the ELC to teachers during staff development workshops.

Consideration should be given for continued support of the Tech Prep program at every high school site.

ORANGE COUNTY PUBLIC SCHOOLS (OCPS)
CAREER EDUCATION K-12
PROGRAM EVALUATION REPORT

PURPOSE OF EVALUATION

The purpose of the evaluation is to provide formative evaluation information to decision makers about the implementation of career education in regular classrooms, grades K-12, in the OCPS. Special focus was placed on middle school implementation of career education.

RELATED DISTRICT GOALS 1991-92

Goal 1: To enable all students to succeed in school and their chosen careers, to develop positive self-esteem, and to be responsible citizens.

Goal 3: To enhance involvement in the educational process and communication among students, staff, parents, the school board, and the community, and to improve multicultural relations districtwide.

PROGRAM BACKGROUND

Career education is a relatively recent concept compared to reading, writing, and math, and it is helpful to examine its background and development. The career education movement began about 20 years ago under the leadership of Kenneth Hoyt who was then U.S. Assistant Commissioner of Education. Hoyt (1972) offered the following definition of career education:

> "Career education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Hoyt (no date) is also credited with the following definition of work; "work is conscious effort aimed at producing benefits for oneself and/or oneself and others.

In An Introduction to Career Education: A Policy Paper of the US Office of Education (1975), the following definition emerged:

> "Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living."

As educators began to develop programs, curriculum, and activities to teach career education, additional definitions moved away from the work ethic emphasis. Instead, the concept of career education became broader and included preparation for life. The following definitions express that view:

> Brolin (1974): Career education is systematically coordinating all school, family, and community components together to facilitate each individuals' potential for economic, social, and personal fulfillment.

Clark (1975): Career education is that education that concerns itself with a merging of liberal education and vocational development such that it facilitates the process of living and is not limited to facilitating the process of making a living.

In this manner, the concept of career education gradually became perceived as a developmental process with many goals and objectives for students in regular and special education. The career education curriculum included self-help skills, occupational information and skills, leisure time skill development, and community resource skill development.

It was determined that career education could begin as early as kindergarten and should extend throughout public education. The methods for delivering career education included a separate curriculum, special courses, unit teaching and infusion. Infusion refers to teaching career education objectives within the regular curriculum, where career education concepts naturally occur. There were advantages and disadvantages to each method, with many educators choosing the infusion method. This method was chosen because it was seen to have two major attributes: (a) makes abstract content more relevant, concrete and easier to learn, and (b) exposes students to a wider range of content. The major disadvantages of the infusion approach include that it is not systematic in scope and sequence, depends on voluntary effort by teachers, and is difficult to measure and evaluate. Over time, career education became accepted as a part of the total curriculum by many teachers and principals. Community members were encouraged to become involved in the process by providing occupational exploration and related activities.

PROGRAM OBJECTIVES

In the OCPS, objectives of the career education program include the following:

1. To increase student awareness of the variety of occupational options that exist.

2. To assist students in the career planning and decision making process by utilizing the four year academic career plan.

3. To assist students in becoming proficient in employability skills, and to develop work habits and attitudes that will help them succeed in the work place.

4. To help students recognize the relationship between education and future career plans.

5. To increase student awareness of the changing needs of society as it relates to the work place and labor force.

PROGRAM DESCRIPTION

Career education is a program that has curriculum and instruction intended to be infused in regular and special education throughout all subjects and grades. Career education is intended to help students function in the home, school, community and work. The content of career education is broad and ranges from increase in self-esteem to acquisition of occupational skills.

A K-12 Career Education District Articulation Plan provides objectives for every grade level in the following areas:

Attitudes and appreciation
Self-awareness
Career awareness
Educational awareness
Employability skills
Beginning competencies
Decision making
Economic awareness

Ideally, career education is infused into the regular and special education curriculum by K-12 teachers, occupational specialists (high school only), and guidance counselors (K-12). Partners in Education from business, industry, and community agencies also provide career education opportunities to students. The emphasis on career education and the degree of infusion of career education in the regular curriculum varies by school. For the purposes of this evaluation, program questions were limited to regular education (i.e., special education was not included).

The Florida DOE produced the publication Blueprint for Career Preparation which describes how Florida schools can produce graduates who are prepared to begin a career and continue their education. The OCPS has one of the first pilot sites for Blueprint for Career Preparation at Apopka High School.

PERSONNEL

District Personnel

About ten years ago, career education was a separate program. Today career education is a major responsibility for two people who are part of the student services team.

The Program Specialist for Guidance and Career Education is the district administrator responsible for implementation of career education. He is also the primary district contact person for guidance counselors K-12.

The Instructional Support Teacher, Guidance and Career Education, is the primary district instructional contact for career education. Staff development for career education is provided by the district contact for career education. The district contact person Is the primary resource person for occupational specialists. She also coordinates the District Guidance and Career Education Advisory committee, reviews materials, and helps procure appropriate career education products.

A classified person provides clerical support for career education as well as the guidance program. A guidance counselor resource person provides support to career education by collecting and summarizing follow-up data for graduates and dropouts, and collecting information from employers about OCPS graduates and dropouts.

School Based Personnel

All teachers (K-12) have responsibility for career education instruction. Teachers are expected to incorporate career education concepts in regular instruction.

Elementary, middle and high school guidance counselors have responsibility for career education counseling and for making career education presentations. Career education is listed as one of the counselors major areas of responsibility. There is at least one elementary guidance counselor per school, two to four guidance counselors at middle schools, and three to eight guidance counselors at the high schools.

Occupational placement specialists have responsibility for presenting career exploration and experiences to high school students. There is one occupational placement specialist in each high school.

DATA SOURCES

The following sources were used to gather data to answer program evaluation questions.

Literature Review Sources

In order to determine the development of program objectives and the appropriateness of the objectives, the professional literature regarding career education in public schools was reviewed.

Surveys

Questionnaires were administered to a sample of OCPS teachers at 75 elementary schools and ten middle schools. Examples of teacher survey questionnaires can be found in Appendix A of this report. Questionnaires were administered to the majority of elementary, middle, and secondary guidance counselors. Guidance counselor survey questionnaires are found in Appendix B of this report.

Interviews

Structured interviews were conducted with 20 OCPS personnel such as district program consultants and school administrators from elementary, middle, and high schools.

DACUM Approach

The DACUM approach was used with OCPS Occupational Placement Specialists to analyze their job responsibilities. DACUM is an occupational analysis method.

PROGRAM EVALUATION QUESTIONS

The following questions were used to guide the evaluation.

1. What are the results of previous program evaluations and how do they relate to the present evaluation?

2. Are program goals and objectives for Career Education appropriate as determined by literature reviews and the needs of the OCPS?

3. To what extent are teachers, guidance counselors, and occupational specialists aware of the career education purpose and the strategies for implementing the Articulated Career Education Plan?

4. Are satisfactory operational guidelines and related staff development available to all personnel responsible for implementing career education?

5. What are the experiences of teachers, counselors, and occupational specialists regarding the delivery of career education and related services?

6. To what extent are local businesses, industries, agencies, and educational institutions cooperating to provide beneficial field experiences for students?

7. To what extent are students furnished with observations and hands-on experiences as part of career education?

8. What are the barriers to successful infusion of career education?

9. To what extent is technology incorporated in career education?

10. Is the environment--including management, facilities, equipment, supplies, and material--satisfactory to meet the needs of the program?

EVALUATION QUESTIONS, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

1. What are the results of previous program evaluations and how do they relate to the present evaluation?

Findings

A program evaluation of the Articulated Career Education Workshop was conducted in 1983. The results of the evaluation indicated that the objectives of the two-day workshop were achieved. The workshop participants included OCPS personnel and parents from two high schools, five feeder junior high schools, and ten feeder elementary schools. A series of Articulated Career Education Workshops followed.

A program evaluation of Placement, Follow-Up and Dropouts was conducted during 1986-87. This thorough evaluation focused on follow-up surveys, reports, and efforts to prevent dropouts. It did not include evaluation questions about career education; the program consultant for career education had responsibility for producing follow-up reports. Following the program evaluation, a position was created for conducting the follow-up surveys and compiling and disseminating the survey data.

Conclusions

A program evaluation of the Articulated Career Education Program in 1983 indicated this was a successful workshop for teachers, administrators, and parents, and a series of workshops followed.

A resource guidance counselor, responsible for conducting follow-up surveys for graduates and dropouts, was made available to support the program.

Recommendations

None.

2. Are program goals and objectives for Career Education appropriate as determined by literature reviews and the needs of the OCPS?

Findings

Career education goals and objectives were developed by the Articulated Career Education Committee which had representation from elementary, middle, and high schools. Career education program goals include the following:

To increase student awareness of the variety of occupational options that exist.

To assist students in the career planning and decision making process by utilizing the four-year academic career plan.

To assist students in becoming proficient in employability skills, and to develop work habits and attitudes that will help them succeed in the work place.

To help students recognize the relationship between education and future career plans.

To increase student awareness of the changing needs of society as it relates to the work place and labor force.

The Needs of OCPS

Elementary, middle, and secondary guidance counselors and elementary and middle school teachers were asked about their experience with career education objectives. The following summarizes the results of these items:

92 percent found that objectives were clear and understandable

87 percent found that objectives were reasonable and appropriate

82 percent found that objectives were practical

88 percent thought that objectives were worth achieving

The vast majority of elementary and middle school teachers as well as elementary, middle, and high school guidance counselors who were surveyed agreed that the objectives were clear, appropriate, practical, and worth achieving. Fifty percent agreed that the objectives did not need revision, 16 percent indicated objectives needed revision, and 26 percent were not sure if the objectives needed revision.

Literature Review

The most recent literature related to career education reflects a renewed emphasis in preparation for the workplace. The current emphasis on accountability in education has generated a number of professional articles and documents that emphasize skills needed

in the workplace. Probably the most notable of these documents is A SCANS Report for America 2000 (1991) that presents the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies for exiting high school students. The original competencies produced by the U.S. Secretary of Labor's Commission are highly related to the goals and objectives of OCPS Career Education. The five areas of competencies for effective workers are as follows:

Resources - allocating time, money, materials, space and staff.

Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using to process information.

Systems - understanding social, organizational and technological systems, monitoring and correcting performance, and designing or improving systems.

Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

Such areas of competency are intended for every person across all job categories. The philosophy of the SCANS document was incorporated by the OCPS Student Outcomes Committee (1992). The OCPS committee proposed performance categories that appear directly related to career education, such as the following:

Self-direction and lifelong learning
Producer of quality products and services
Commendable citizenship and stewardship
Skill and collaborative work, teaming and interpersonal relations

A review of related literature shows that educators and economists are concerned about the ability of high school graduates who are not college bound to find and hold a good job. The Southern Regional Education Board (SREB), a state education consortium, is supporting a SREB project that teams academic and vocational teachers to create new courses for students. These new courses apply academics in practical projects. Such thinking is evident in the Blueprint for Career Preparation (no date) produced by the Florida DOE.

Recent education journal articles also reflect an emphasis on career education, especially on employability skills for all students, regardless of postsecondary intent. As an example, in 1990-91 Michigan schools piloted an employability portfolio approach to enable students to develop and document their employability skills.

While the emphasis on job skills is important, it is equally important to note that the intent of career education is to prepare students for life, and not only for employment.

Conclusions

The goals of the career education program are found by OCPS teachers and counselors to be clear, understandable, reasonable, appropriate, practical, and worth achieving. Surveys of elementary and middle school teachers indicate that grade level teachers are presenting career education objectives. Interviews with occupational placement specialists indicate that they provide career education resources and advice.

A review of related literature revealed that the components of career education are current issues, and indicated a trend toward increasing career education objectives related to preparation for entry into the workforce. The Secretary's Commission on Achieving Necessary Skills (SCANS) presents many student competencies related to career education. The OCPS Student Outcomes Committee proposed several performance categories directly related to career education.

Recommendation

Consideration should be given to updating The Articulated Plan for Career Education, written in 1983, by including in its language those concepts found in the SCANS (1991) competency areas.

3. To what extent are teachers, guidance counselors, and occupational specialists aware of the career education purpose and the strategies for implementing the Articulated Career Education Plan?

Findings

The Articulated Plan for Career Education, "Career Education on Target", is a scope and sequence chart of goals, and contains objectives, skills, and strategies for career education at each grade level. It was written in 1983. There are activity packets that present student activities for the career objectives for grades K- 12. These packets are available to teachers who request them.

Surveys were administered to elementary, middle, and high school guidance counselors and to a sample of elementary and middle school teachers. The results of these surveys indicate that the vast majority of K-12 guidance counselors and elementary and middle school teachers are aware of the purpose of career education and could give a working definition of the concept. The majority of guidance counselors and teachers indicated that they were not familiar with the Articulated Career Education Plan. The majority of these same teachers did indicate that they were teaching the grade level objectives that make up the Articulated Career Education Plan. Apparently they are not aware of the actual document, but teach career objectives within their regular lessons and curriculum. Table 1 presents results of two survey items about the career education definition and the Articulated Career Education Plan.

Table 1

Results of Two Survey Items for Teachers that Addressed Career Education Definition and the Articulated Career Education Plan. Results Reported in Percentages.

Item	Teachers K-5		Teachers 5-8	
	Yes	No	Yes	No
1. Are you familiar with the OCPS District Articulation Plan, "Career Education on Target"?	11	87	23	77
2. Could you give an operational definition of career education?	79	19	77	23

Comments from teachers surveyed indicated that some may not be aware of the activity packets available through the Resource Teacher for Career Education at the district office. Results of survey items addressing the methods for teaching grade level career education objectives indicated that most elementary teachers are infusing career education with regular subject matter and lessons. Forty-two percent of middle school teachers indicated that they regularly implemented career education objectives with subject matter and lessons.

Guidance Counselors were also surveyed about the career education definition and the articulated plan for career education. Table 2 presents their responses.

Table 2

Results of Two Survey Items for Guidance Counselors that Addressed Career Education Definition and the Articulated Career Education Plan. Results Reported in Percentages.

Item	Guidance K-5		Guidance 6-8		Guidance 9-12	
	Yes	No	Yes	No	Yes	No
1. Are you familiar with the OCPS District Articulation Plan,"Career Education on Target"?	59	36	33	66	08	92
2. Could you give an operational definition of career education?	98	02	84	15	89	08

It appears that the OCPS District Articulation Plan is far less familiar to middle and high school guidance counselors than it is to elementary guidance counselors. The majority of guidance counselors at all three levels indicate that they can give an operational definition of career education.

Results of interviews with occupational placement specialists indicate that this group has a clear understanding of the definition and purpose of career education at the high school. They are also more familiar with the Articulated Career Education Plan. They work with secondary students in researching career choices. They also assist with career preference evaluations and regularly assist students and teachers with career education activities.

Conclusions

The majority of teachers surveyed during this project were not familiar with the OCPS District Articulation Plan. Of those guidance counselors surveyed, elementary guidance counselors appeared more familiar with the Articulation Plan than middle or high school counselors.

The majority of teachers and guidance counselors reported that they could give a clear definition of career education. Occupational Placement Specialists indicated a clear understanding of the scope and purpose of career education. These specialists actively assist teachers and students with career education projects and activities.

Recommendation

Consideration should be given to including the District Articulated Plan for Career Development as part of inservice activities for elementary, middle, and high school teachers and counselors.

4. Are satisfactory operational guidelines and related staff development available to all personnel responsible for implementing career education?

Findings

Like all comprehensive programs, guidelines and staff development assist personnel in implementing and maintaining career education. There are no written guidelines for career education, although the Articulated Plan does list all career education objectives, K-12. Career education is listed as a critical component in the Comprehensive Developmental Guidance Program Checklist. The Comprehensive Developmental Guidance Handbooks include guidelines for implementing career education for guidance counselors. The district instructional support teacher for career education is willing to provide individual and group career education staff development. She is also willing to assist schools in planning a career education staff development component. Because she supports career education at all schools, K-12, she relies on staff development assistance from OCPS experts such as teachers and counselors.

Career education inservice points are now considered generic, rather than content. The instructional support teacher reports that many teachers, in need of content points, do not seek the generic points available from the career education component.

The need for staff development for teachers is supported by career education survey results. Of the 150 grade levels reporting at the elementary schools, only 21 percent reported that they had received staff development in career education. Another 34 percent reported that they would like to have staff development as a way to help improve career education.

Of the middle school teachers who responded to the survey only 14 percent reported that they had received staff development in career education. Another 52 percent reported that they would like to have staff development as a way to help improve career education.

Teacher comments reflected that teachers feel overburdened with the number of courses that they have to teach. There is no career education staff development for beginning teachers.

Conclusion

Teachers surveyed in a sample of elementary and middle school indicated that: (a) the majority had not received career education staff development, and (b) 34-52 percent reported that staff development would be a way to improve the career education program.

Recommendations

Consideration should be given to seeking district support for career education staff development for teachers, especially at the elementary and middle school from the OCPS Training and Development Team. Training materials may include guidelines for program implementation.

Consideration should be given to seeking support for career education staff development for beginning teachers from the OCPS Professional Orientation Program.

5. What are the experiences of teachers, counselors, and occupational specialists regarding the delivery of career education and related services?

Findings

Ideally, career education and related services are delivered by teachers as part of the regular curriculum. Teachers are encouraged to infuse career concepts along with regular curriculum areas to relate subject areas to real life. Guidance counselors are expected to include career education as part of the district's developmental guidance program. Occupational placement specialists provide occupational information, employability skills training and job placement services, and conduct follow-up surveys. Occupational placement specialists also maintain a career resource center.

Teachers K-8

A sample of elementary and middle school grade level teachers were surveyed about their experiences regarding the delivery of career education and related services. Each grade level was surveyed about the objectives from the articulated plan for their grade level. Teachers were asked if they presented career education and the methods used for delivery. Career education objectives are in the areas of attitudes and appreciation, self awareness, career awareness, educational awareness, employability skills, beginning competencies, decision making, and economic awareness. Table 3 presents this data summary.

Table 3

Results of Eight Survey Items That Addressed Delivery of Career Education Objectives by Elementary and Middle School Teachers. Results Reported in Percentages.

	Method of Delivery					
	Elementary		Middle			
Item	None	Infused	None	Infused	Impact	Impact & Infused
Attitudes & Appreciation	6	94	29	21	06	42
Self-Awareness	2	99	37	42	14	06
Career Awareness	10	90	46	19	08	25
Educational Awareness	06	94	35	19	15	29
Employability Skills	10	90	33	33	02	31
Beginning Competencies	11	89	44	37	04	14
Decision Making	01	98	23	27	10	39
Economic Awareness	18	82	52	15	10	21

Guidance counselors are resources to teachers and assist in implementing career education objectives. Middle and high school guidance counselors were asked to indicate what percentage of the teachers at their schools presented career education. Their responses indicated most middle and high school teachers do not present career education activities and lessons.

The results of the surveys indicated that the vast majority of elementary teachers presented the objectives designated for their grade level. Most of these teachers were presenting the career education objectives as part of their regular lessons. Responses from middle school teachers indicated from 23-52 percent of middle school teachers do not present career objectives at all. A larger percentage, 36-66 percent, presented career objectives through regular lessons or a combination of regular lessons and Impact.

Guidance Counselors

Guidance counselors were surveyed about the delivery of career education and related services. Elementary guidance counselors were asked how many career education presentations they made. Forty-four percent reported that they did not make career education presentations, 21 percent reported that they made 2-10 presentations a

year, 10 percent made 12-28 presentations a year, and 25 percent made 30-200 presentations a year.

Elementary counselors were asked how frequently they prepared special projects like career day, career week, vehicle week. Guidance counselors responses indicated that 23 percent reported that they did not present special projects, 25 percent presented Career Day or Week, 5 percent presented a Vehicle Day, 25 percent presented other special projects, and 23 percent presented Career, Vehicle, and other types of career related projects.

Elementary counselors were asked how often they included career education in developmental guidance. The results of responses are presented in Table 4.

Table 4

Responses to One Item Addressing How Often Career Education Is Included in Developmental Guidance By Elementary Guidance Counselors

No. of Times Per Quinmester	Responses in Percentages
0	26
1-3	33
4-6	12
7-8	05
9 or more	25

These results indicate a wide range of frequency in presenting career education as part of developmental guidance. A significant percentage of the counselors surveyed indicated that they didn't include career education as part of developmental guidance (i.e., 26 percent) or that they included it infrequently (33 percent).

It would appear that a cadre of perhaps 25 percent of the elementary guidance counselors surveyed may be presenting career education consistently and frequently through presentations, special projects and developmental guidance. It would also appear that another 25 percent may not be presenting career education at all. The remaining 50 percent may be presenting career education occasionally, but not systematically.

Middle school guidance counselors were asked if they presented career education at their schools. Of those who responded to the survey, 67 percent indicated that they did present career education and 33 percent indicated they did not. Of those who did not present career education, the majority indicated that the reason for not presenting the program had to do with too many other responsibilities and not enough time to do everything.

Middle school guidance counselors were asked to indicate the level of priority given to career education as part of developmental guidance. Of the counselors responding, 30 percent indicated career education was a high priority, 49 percent indicated that it was a medium priority, and 15 percent indicated it was a low priority. Six percent did not respond.

Middle school counselors were asked to indicate the level of priority given to career education as part of the Impact program. Of the counselors responding, 27 percent indicated high priority, 55 percent indicated medium priority and 12 percent indicated low priority. Six percent did not respond.

Middle school counselors were asked to indicate the level of priority given to career education guidance presentations. Of the counselors responding, 27 percent indicated high priority, 33 percent indicated a medium priority, and 30 percent indicated a low priority.

All middle school guidance counselors who responded to the survey indicated that they recognized career education as a critical component of developmental guidance.

Occupational placement specialists work with business education, English, and science teachers who are receptive to presenting career education. Occupational specialists have found that English teachers now give students the option of reporting on a character in literature or on a career. The specialists help the student conduct research on a particular career. Occupational placement specialists deliver career education instruction and related services all day. They work with volunteer services in finding guest speakers to represent various careers and they provide career special events and weeks with special emphasis on career education. Most occupational placement specialists are Partners-in-Education contacts at their schools.

Conclusions

Results of surveys of a sample of elementary and middle school teachers indicate that career education is more often infused and presented in regular lessons at the elementary level (82-99 percent). There is less presentation of career education objectives by middle school teachers although a significant percentage present the objectives (36-66 percent).

It would appear that a cadre of perhaps 25 percent of the elementary guidance counselors surveyed may be presenting career education consistently and frequently through presentations, special projects and developmental guidance. It would also appear that another 25 percent may not be presenting career education. The remaining 50 percent may be presenting career education occasionally, but not systematically.

It appears that of the middle school guidance counselors who responded to the survey questionnaire, two thirds present career education while one third do not. When asked to indicated the priority given to career education in developmental guidance, Impact, and guidance presentations, no more than 30 percent indicated that career education was a high priority. Comments from most of the guidance counselors who do not present career education indicated that, while were they willing to present career education, they did not have the time to present related activities.

Occupational placement specialists report that they present career education in cooperation with regular subject matter teachers. They also assist students with career research decisions.

Recommendations

Consideration should be given to working with guidance counselors and teachers who present career education systematically to determine what methods they use to

present career education concepts and activities. Consideration should be given to providing a sharing session as a staff development component so that teachers, guidance counselors and occupational placement specialists might share their expertise with other school faculty who are willing to implement the program.

6. To what extent are local businesses, industries, agencies, and educational institutions cooperating to provide beneficial field experiences for students?

Findings

The District Guidance and Career Education Advisory Committee meets at least four times during the school year. The membership of the committee is representative of education (K-12 and postsecondary), business, industry and the community (e.g., parents). The committee is active, attendance at meetings is regular, and the members take on projects to help support and improve career education and guidance. Each meeting has a focus and at least one guest speaker/presenter. The group makes recommendations for the future of the program and communicates the strengths and the needs of career education and guidance to the people they represent. The instructional support teacher, June Hubek, helps coordinate meetings and communication among the membership. The team appears to work as a model advisory committee. The committee is preparing a special resource career booklet for students that describes occupational opportunities in Central Florida.

Reports and comments from teachers, guidance counselors, and occupational specialists indicate that field experiences are not used as much as these individuals would like. Several teachers commented that the expense of field trips kept them from using this method of presenting career education. Occupational placement specialists found that their varied and wide ranging duties left little time for them to contact business and industry to develop field experiences. There did not seem to be resistance to the idea of field experiences.

Teachers reported using Community Resource Volunteers (CRVs) as career education guest speakers. Teachers also reported that they would like to have more CRVs available to provide this service. The Volunteer Services Team recruits speakers.

A program evaluation of Partners in Education (1990-91) revealed that the weakest area of partnership between schools and businesses was in the area of career exploration. Most businesses had partnerships that provided other services or products to the schools. Very few partnerships existed between OCPS teams and schools; very few partnerships existed between area vocational-technical schools and elementary, middle, and high schools. Partners in Education school contacts who do not have active partners indicated that they would appreciate onsite assistance from the district office staff in acquiring and setting up partnerships.

Occupational Placement Specialists find that time for locating and arranging field experiences for students is difficult because of their many other responsibilities. Specialists also indicated that the recession has affected the number of jobs available for high school students.

Conclusion

The District Guidance and Career Education Advisory Committee supports career education. The Partners in Education program may have potential for procuring beneficial field experiences for students within the partners in education contracts.

Recommendations

Consideration may be given to requesting assistance from the District Career Education and Guidance Advisory Committee and the OCPS Partners in Education Program personnel for recruiting businesses, agencies, and industry organizations to provide beneficial field experiences for students.

7. To what extent are students furnished with observations and hands-on experiences as part of career education?

Findings

Career education is enhanced when students are given opportunities to learn from career observations and hands-on activities. Teachers were surveyed about the use of hands-on experiences and field trips as methods of teaching career education. Table 5 presents this information.

Table 5

Responses to Two Items Addressing How Often Teachers Use Hands-on Activities and Field Trips. Results Reported in Percentages.

	Elementary		Middle	
Method	Yes	No	Yes	No
Hands-On	50	47	31	64
Field Trips	74	25	50	46

It appears that hands-on activities and field trips are used more often by elementary teachers than by middle school teachers for presenting career education lessons and concepts. Comments written by teachers indicated that field trips have become expensive and aren't used as often as teachers would like due to budget restrictions.

There are indications that school personnel are creative in providing hands-on experiences as methods of teaching career education. During Career Week guest speakers representing various careers, are invited to make presentations (e.g., the Navy band presented a concert at Columbia Elementary). Students dress up to represent different occupations. Some schools have a permanent career education hands-on experience such as Deerwood and Ventura Elementary School Post Offices which operate as real in-school postal services complete with uniformed employees. Bonneville Elementary School has a working economy and gives children experience in business and as consumers. High school examples of creativeness include science instructors who allow students to hold town meetings to determine the responsible use of chemicals.

More than eighty schools are teaching environmental responsibility through the OCPS Waste and Recycling Program. This program encourages good stewardship of the environment.

High Schools hold Career Fairs to help students explore career options and make career choices. The occupational placement specialist and the coordinator of the school's Blueprint for Career Education usually plan the event. Buses were used to transport students and parents from feeder schools to the event.

The *OCPS Orange Peal's* Orange Exchange publishes special activities and events from all district schools. Review of the Orange Exchange indicates a large number of activities that can be described as observations and hands-on activities presenting career education objectives. These observations and activities appear consistently in the *Orange Peal* throughout the school year.

A hands-on work evaluation unit is available through OCPS postsecondary and vocational programs. This service is mainly used by high school completers or by dropouts who are dropping back in. This service is not set up for secondary students not enrolled in the vo- tech.

Partners in Education contracts have potential for the inclusion of more career education activities (see evaluation question number six). Teachers and guidance counselors indicate that this is a well-used support for career education at the elementary level.

Hands-on experiences will be available as part of the Tech Prep unit which will be installed at Apopka High School. Additional Tech Prep units will likely be placed in other OCPS locations as funds are available. Apopka High will act as the pilot site.

Conclusion

Surveys of elementary and middle school teachers and counselors and high school guidance counselors, interviews with occupational placement specialists, and results of Partners in Education program evaluation indicate that there are many types of observations and hands-on experiences in career education available through the creativeness of OCPS personnel. These same data sources indicate there is potential to expand observation and hands-on activities through replicating successful activities, programs and events and by developing partnerships with business, industry and public service agencies.

Recommendation

Consideration should be given to including examples of successful observation methods and hands-on experiences as part of career education staff development for teachers and guidance counselors. Teachers, counselors, and occupational placement specialists may be used as resources to their colleagues.

8. What are the barriers to successful implementation of career education?

Findings

In order to implement career education successfully, a number of conditions should be met. These conditions include strong administrative interest and support, information sharing and cooperation among teachers, developmental guidance counseling, school activities related to career education, adequate career education resources and materials, and strong community support. Elementary and middle school teachers and elementary, middle, and high school guidance counselors were asked to indicate to what degree these five elements were present in their schools. Tables 6 and 7 present those results. They rated whether the items were there in maximum or minimum degree or if they had no opinion (e.g., did not know). The elements were based on a review of related literature and consensus of the experts in career education.

Table 6

Responses to of Five Elements that Addressed Conditions for Successful Implementation of Career Education According to Guidance Counselors. Results Reported in Percentages.

Element	Elementary			Middle			High		
	Min*	N/O*	Max*	Min*	N/O*	Max*	Min*	N/O*	Max*
Principal Support	20	20	60	33	21	43	23	31	38
Info. Sharing	25	30	44	30	27	39	19	39	35
Related Activities	16	31	52	33	33	30	23	35	34
Materials & Resources	26	29	40	24	39	33	15	50	26
Community Support	03	18	75	15	39	42	12	39	42

*Min = minimal Max = maximum and N/O = no opinion

From the point of view of the guidance counselors surveyed, the maximum administrative support for career education, the information sharing among teachers, activities related to career education, the adequacy of resources and materials, and the community support (e.g., Partners in Education) decreases from elementary to secondary schools. The most frequently indicated maximum condition was community support at the elementary level. Only 26 percent of high school guidance counselors indicated that materials and supplies were at the maximum level at high schools.

Table 7

Responses to of Five Elements that Addressed Conditions for Successful Implementation of Career Education According to Teachers. Results Reported in Percentages.

Element	Elementary			Middle		
	Min*	N/O*	Max*	Min*	N/O*	Max*
Principal Support	17	41	41	33	35	29
Info. Sharing	30	26	43	29	27	41
Related Activities	30	21	48	37	29	31
Materials & Resources	37	15	45	50	17	29
Community Support	11	11	76	29	25	42

*Min = minimal Max = maximum and N/O = no opinion

Teachers who responded to the survey indicated that administrative support, developmental guidance, information sharing, related activities, and community support decreased from elementary to middle school. The highest level of support indicated was community support (e.g., CRVs and Partners in Education) at the elementary level and this

level dropped off significantly at the middle school level. Overall, teachers indicated a lower level of support than the guidance counselors.

Generally, elementary schools have much stronger PTA/PTO's than middle or high schools. Elementary schools also have much higher numbers of volunteers than middle or high schools. This may help explain why the community support is perceived as higher at the elementary schools.

Occupational placement specialists were asked about the conditions needed to perform their job responsibilities. They indicated high support from administration, and information sharing by teachers (mainly English, science, and business education). They would like to have more CRVs and Partners in Education with a career focus. About half the specialists said they would like to have increased support by the media specialist at their school and more materials for the career center.

Conclusion

Guidance counselors K-12, and elementary and middle school teachers indicated the level of the conditions necessary for successful implementation of career education were not as high at the secondary level as the elementary level. Elementary teachers and counselors indicated the most frequently found condition was community support (e.g., CRVs and Partners in Education). Sixty percent of elementary teachers indicated a high level of support from school principals. The majority of conditions (i.e., developmental guidance, information sharing, related activities, materials and resources) for successful implementation of career education are not rated at the maximum level by guidance counselors K-12 and elementary and middle school teachers. Occupational specialists express the need for media support.

Recommendation

Consideration should be given to communicating these essential conditions to school and district personnel responsible for providing the conditions or assistance in attaining the conditions.

9. To what extent is technology incorporated in career education?

Findings

Computerized Career Guidance

Computer-assisted career guidance programs are located in middle and high schools. The Discover program provides computer-assisted career information containing information on about 1,000 occupations, postsecondary and private and public educational institutions, and is available in every OCPS high school. CHOICES, JR. is designed for students in middle school. The computer program provides career exploration base on educational plans or favorite subjects and is available in every OCPS middle school.

The middle school version of Discover is being pilot tested at two OCPS middle schools. A new computerized career guidance program, Pathways (developed by the Florida DOE), will be used in selected middle schools this fall. The Student Services Team is working with Information Systems to develop a computerized four-year plan for each OCPS eighth-grader.

Instructional Technology

The new Tech Prep units will provide hands-on exploration of technology at Apopka High School. The Tech Prep program provides training in job specific technology. The Tech Prep program sponsored by Florida DOE begins in the last two years of high school and continues after high school in an associate degree or two-year certificate program. In high school, technical theory and practice are taught together and students are exposed to the technical equipment required for the job. Training occurs in areas such as computer science and autotronics. The area vocational-technical schools have the technology and work stations for training in these careers.

Students may also explore technology as part of a shared-time program where students go to an area vocational school for a half day and complete the other half day in academics at their home school. Students participating in the shared-time program will face new challenges in 1992-93 related to the elimination of the seven-period day. Transportation to and from the program usually takes about one hour leaving two hours for the students to participate in a three-hour vocational program. The six-period day may not offer the three-hour block of time for transportation and instruction of shared-time students.

Middle school exploratory teachers incorporate technology into courses on a limited basis. The wheel teachers utilize technology in computers and computer assisted drafting (CAD) systems. Due to recent budget restrictions and the demise of the seventh period day, the wheel program is virtually nonexistent in middle schools. These are forward thinking programs, and the budget cuts come at a time when the programs need to be expanded to keep up with the expansion of technology in business and industry.

A few elementary schools have received funding for computer labs, and although this is not part of the career education program, these special labs are in keeping with the goals and objectives of the articulated career education plan. The costs for such technology is very high.

The Florida DOE Blueprint for Career Education places an emphasis on technology in education even at an early grade. As examples, two of the steps that are considered essential for career education and preparation are as follows:

1. Begin in kindergarten through fifth grade by developing in students an awareness of self, the value of work and exposure to careers and technology.

2. By grade six, students should assess personal aptitudes, abilities, and interests, and relate them to careers. They should also learn about the role of technology in the world of work.

Conclusions

Instructional technology does not exist at most elementary sites.

Technology is used in career education on a limited basis mainly in middle and high schools. The limitations are mainly due to budget restrictions, rather than resistance or disinterest by school personnel.

Instruction with a technological emphasis is more available at the high school level at schools with Tech Prep, and through some shared- time vocational courses. Career research is available through computerized programs for high school and middle school students.

Technology-related instruction is considered essential for grades K- 6 according to the Blueprint for Career Education.

Recommendations

Consideration should be given to encouraging elementary and middle school field trips to OCPS vocational-technical schools that have occupational training in areas that use technology. It may be appropriate for these schools and programs to serve as Partners-in-Education and provide career exploration and awareness opportunities.

As budget restrictions ease, consideration should be given to supporting the exploratory wheel in middle schools so that career education may be strengthened in the middle grades.

10. Is the environment--including management, facilities, equipment, supplies, and material--satisfactory to meet the needs of the program?

Findings

The environment for career education at the elementary level is present in any elementary school. The equipment, supplies and materials required are simple and not expensive. Reduced funding will have an impact, as in any elementary program, because there will be less money for field trips and hands-on materials.

The environment for career education at the middle school requires an area for hands-on training or exploration. Reduced funding may inhibit field trips and the acquisition of hands-on materials and equipment.

Comments from elementary and middle school teachers indicated that they would appreciate more hands-on activities and videotaped materials. Materials and activity packets are available to teachers from the district office resource instructor. Cultural diversity is reflected in commercial materials available for career education.

The environment for career education at the high school level ideally would have the elements necessary to prepare citizens for the 21st century. The Tech Prep unit, to be installed at Apopka High School, would be most appropriate for every high school. University and Edgewater High Schools are to receive Tech Prep units in 1993.

Occupational placement specialists need materials for the career resource center so that occupational information can be kept up to date. The occupational specialist is usually housed in an office, near the guidance office or front office, or in the media center. With two exceptions, occupational specialists have appropriate environments. One occupational placement specialist is located in an unsecured corner of the media center where materials cannot be left out, and there is no private area to confer with individuals or small groups about career decisions. Another occupational specialist is located in what used to be a "potty portable," and the odors associated with the unit pervade that building (which still has the plumbing fixtures in an area blocked off from view).

Conclusion

For the most part, the environment needed for successful implementation of career education by regular teachers, guidance counselors and occupational placement specialists is adequate. There are two occupational specialists that do not have ordinary locations, one in an unsecured area of a media center, the other in what was formerly used as a "potty portable." These environments may interfere with optimal implementation of career education.

The environment needed for implementation of Tech Prep is extraordinary. Funds may be available from the Florida DOE for expansion as part of the Career Blueprint program.

Recommendations

Consideration should be given to working with school-based management in securing appropriate and ordinary placement the two occupational placement specialists mentioned above. Consideration should be given to offering the career materials and packets housed at the ELC to teachers during staff development workshops.

Consideration should be given for continued support of the Tech Prep program at every high school site.

APPENDIX A

Career Education Program Evaluation
Fifth Grade Teacher Questionnaire
Spring 1992

1. Have you had the opportunity to become familiar with the OCPS District Articulation Plan, "Career Education on Target" (4-page folder with orange trim)?
   ____Yes
   ____No

2. Could you give a working definition of career education to someone who had never heard of the concept?
   ____Yes
   ____No

Objectives of the Career Education Program

√ To increase student awareness of the variety of occupational options that exist.

√ To assist students in career planning and the decision making process by utilizing the four-year academic career plan (secondary only).

√ To assist students in becoming proficient in employability skills and to develop work habits and attitudes that will help them succeed in the work place.

√ To help students recognize the relationship between education and future career plans.

√ To increase student awareness of the changing needs of society as it relates to the work place and labor force.

3-7. Please indicate your experiences with the career education objectives listed above.

3. Clear and understandable
   ____A = yes
   ____B = no
   ____C = not sure

4. Reasonable and appropriate
   ____A = yes
   ____B = no
   ____C = not sure

5. Practical
   ____A = yes
   ____B = no
   ____C = not sure

6. Worth achieving
   ____A = yes
   ____B = no
   ____C = not sure

7. In need of revision
   ____A = yes
   ____B = no
   ____C = not sure

8-16

These items address the extent to which Career Education objectives are addressed in your classroom. Please select all the answers that apply.

8. Attitudes and appreciation: To demonstrate knowledge that success or failure of the work group is a shared responsibility.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify): _____

9. Self Awareness: To develop understanding that others are influenced by the way each student performs his/her responsibility.

____A. Not addressed at this time
____B.1. Incorporated In lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify): _____

10. Career awareness: To develop awareness of how jobs change in response to changes in society.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify): _____

11. Educational awareness: To relate skills learned (in classroom) to those used by workers.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify): _____

12. Employability skills: To explore the concept of specialization in work assignments.
____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify):

13. Beginning competencies: To become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.
____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify):

15. Decision making: To understand how decisions affect self and others.
____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify):

16. Economic awareness: To demonstrate understanding of the process of production and distribution of goods and services and the law of supply and demand.
____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify):

17. Have you participated in staff development that included career education?
____Yes
____No

18. Who do you work with in presenting career education concepts, activities and lessons? (check all that apply)

____a. I do not present career education at this time
____b. I work independently in presenting career education
____c. CRT
____d. Guidance counselor
____e. Volunteer speakers
____f. District contact (supplies materials)
____g. Other teachers

Items 19-21. Do you have access to the following career education resources?

19. Hands-on materials and equipment
____Yes
____No

20. Field trips
____Yes
____No

21. Volunteer speakers
____Yes
____No

22. Printed materials
____Yes
____No

23. Approximately how often do you provide career education instructional activities? (select one only)

____A. Never
____B. Twice a year
____C. Once every 9 weeks
____D. Once a month
____E. Once a week

Items 24-28 describe factors that enhance implementation of career education. Rate the degree to which these factors are available to you.

1	2	3	4	5
Seldom		No Opinion		Frequently

____ 24. Interest and support by principal in career education instruction

____ 25. Developmental guidance and counseling for career education from counselor

____ 26. Information sharing by CRT and other teachers

____ 27. School activities related to career education

____ 28. Community support such as CRV's and Partners in Education

29. Do you have any suggestions that might improve career education instruction?

____ Staff development for career education held in your area
____ Other (please specify)_____

_____

_____

Career Education Program Evaluation
Seventh Grade Teacher Questionnaire
Spring 1992

1. Have you had the opportunity to become familiar with the OCPS District Articulation Plan, "Career Education on Target" (4-page folder with orange trim)?
   ____Yes
   ____No

2. Could you give a working definition of career education to someone who had never heard of the concept?
   ____Yes
   ____No

3. Do you consider Career Education as a (select one):
   ____A. High priority ____B. Medium priority ____C. Low priority

Objectives of the Career Education Program

√ To increase student awareness of the variety of occupational options that exist.

√ To assist students in career planning and the decision making process by utilizing the four-year academic career plan (secondary only).

√ To assist students in becoming proficient in employability skills and to develop work habits and attitudes that will help them succeed in the work place.

√ To help students recognize the relationship between education and future career plans.

√ To increase student awareness of the changing needs of society as it relates to the work place and labor force.

4-8. Please indicate your experiences with the career education objectives listed above.

4. Clear and understandable
   ____A = yes
   ____B = no
   ____C = not sure

5. Reasonable and appropriate
   ____A = yes
   ____B = no
   ____C = not sure

6. Practical
   ____A = yes
   ____B = no
   ____C = not sure

7. Worth achieving
   ____A = yes
   ____B = no
   ____C = not sure

8. In need of revision
   ____A = yes
   ____B = no
   ____C = not sure

9-16. These items address the extent to which Career Education objectives are addressed in your classroom. Please select all the answers that apply.

9. Attitudes and appreciation: To understand the importance of all work and its contributions to society.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Addressed as part of IMPACT

10. Self Awareness: To develop awareness of personal strengths, weaknesses, likes, dislikes, and achievements and the impact on future planning.

____A. Not addressed at this time
____B.1. Incorporated In lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Other (please specify): _____

11. Career awareness: To develop awareness of community organizations to which one can contribute.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Addressed as part of IMPACT

12. Educational awareness: To relate school and community experiences with various career clusters.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Addressed as part of IMPACT

13. Employability skills: To recognize the specific abilities and skills required for various career clusters.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Addressed as part of IMPACT

14. Beginning competencies: To develop cognitive skills associated with the scientific method and relate to career planning.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Addressed as part of IMPACT

15. Decision making: To develop the student's ability for the decision making process as it relates to future career choices.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Addressed as part of IMPACT

16. Economic awareness: To develop an awareness and understanding of consumer economics.

____A. Not addressed at this time
____B.1. Incorporated in lesson plans of regular curriculum
____B.2. Addressed as a separate unit of instruction
____B.3. Included in hands-on activities (games, projects, role play)
____B.4. Addressed by guidance counselor
____B.5. Addressed by guest speakers
____B.6. Addressed during field trips
____C. Addressed as part of IMPACT

17. Have you participated in staff development that included career education?

____Yes
____No

18. Who do you work with In presenting career education concepts, activities and lessons? (check all that apply)

____A. I do not present career education at this time
____B. I work independently in presenting career education
____C. Team members
____D. Guidance counselor
____E. Volunteer speakers
____F. District contact (supplies materials)
____G. Exploratory teachers

Items 19-22. Do you have access to the following career education resources?

19. Hands-on materials and equipment
____Yes
____No

20. Field trips
____Yes
____No

21. Volunteer speakers
____Yes
____No

22. Printed materials
____Yes
____No

23. Approximately how often do you provide career education instructional activities? (select one only)

____A. Never
____B. Twice a year
____C. Once every 9 weeks
____D. Once a month
____E. Once a week

Items 24-28 describe factors that enhance implementation of career education. Rate the degree to which these factors are available to you.

1	2	3	4	5
Seldom		No Opinion		Frequently

____ 24. Interest and support by principal in career education instruction

____ 25. Developmental guidance and counseling for career education from counselor

____ 26. Information sharing by teachers

____ 27. School activities related to career education

____ 28. Community support such as CRVs and Partners in Education

29. Do you have any suggestions that might improve career education instruction in middle school?

____ Staff development for career education held in your area
____ Other (please specify_____

_____

_____

APPENDIX B

Career Education Program Evaluation
Elementary Education Guidance Counselor Questionnaire
Spring 1992

Please answer the questions that follow based on your own experience with career education.

1. Have you had the opportunity to become familiar with the OCPS District Articulation Plan, "Career Education on Target" (4-page folder with orange trim)?

   _____a. Yes _____b. No

2. Could you give an operational definition of career education to someone who had never heard of the concept?

   _____a. Yes _____b. No

Objectives of the Career Education Program

√ To increase student awareness of the variety of occupational options that exist.

√ To assist students in career planning and the decision making process by utilizing the four-year academic career plan (secondary only).

√ To assist students in becoming proficient in employability skills and to develop work habits and attitudes that will help them succeed in the work place.

√ To help students recognize the relationship between education and future career plans.

√ To increase student awareness of the changing needs of society as it relates to the work place and labor force.

3-7. Please indicate your experience with the career education objectives listed above.

3. Clear and understandable
_____A. yes
_____B. no
_____C. not sure

4. Reasonable and appropriate
_____A. yes
_____B. no
_____C. not sure

5. Practical
_____A. yes
_____B. no
_____C. not sure

6. Worth achieving
_____A. yes
_____B. no
_____C. not sure

7. In need of revision
_____A. yes
_____B. no
_____C. not sure

8. Based on your experience, how is career education implemented at your school? Select all answers that apply.

_____A. Not addressed at this time
_____B.1. Incorporated in lesson plans of regular curriculum
_____B.2. Addressed as a separate unit of instruction
_____B.3. Included In hands-on activities (games, projects, role play)
_____B.4. Addressed by guidance counselor
_____B.5. Addressed by guest speakers
_____B.6. Addressed during field trips

9. Who do you work with in presenting career education concepts, activities and lessons? Select all answers that apply.

_____A. I do not present career education
_____B. I present career education independently
_____C. I work with the CRT
_____D. I team with classroom teachers
_____E. I use CRV's and Partners in Education
_____F. I work with the District career education contact

Items 10-15 describe factors that enhance implementation of career education. Rate the degree to which these factors are available to you.

1 2 3 4 5
Minimum Maximum

_____10. interest and support by principal in career education instruction and counseling.

_____11. information sharing by CRT and other teachers.

_____12. School activities related to career education.

_____13. Adequate career education materials and resources.

_____14. Community support such as speakers, Partners, and ADDitions volunteers.

15-17. Please describe how you provide career education classroom presentations.

15. Grades (circle all that apply): K 1 2 3 4 5.

16. Topics: _____

17. Approximately how many classroom presentations per year?_____

Career Education Program Evaluation
Middle School Guidance Counselor Questionnaire
Spring 1992

Please answer the questions that follow based on your own experience with career education.

1. Have you had the opportunity to become familiar with the OCPS District Articulation Plan, "Career Education on Target" (4-page folder with orange trim)?

_____a. Yes _____b. No

2. Could you give an operational definition of career education to someone who had never heard of the concept?

_____a. Yes _____b. No

3. Were you aware that Career Education Program is a critical component of the Comprehensive Developmental Guidance Program Checklist?

_____a. Yes _____b. No

Objectives of the Career Education Program

√ To increase student awareness of the variety of occupational options that exist.

√ To assist students in career planning and the decision making process by utilizing the four-year academic career plan (secondary only).

√ To assist students in becoming proficient in employability skills and to develop work habits and attitudes that will help them succeed in the work place.

√ To help students recognize the relationship between education and future career plans.

√ To increase student awareness of the changing needs of society as it relates to the work place and labor force.

4-8. Please indicate your experience with the career education objectives listed above.

4. Clear and understandable
_____a. yes
_____b. no
_____c. not sure

5. Reasonable and appropriate
_____a. yes
_____b. no
_____c. not sure

6. Practical
_____a. yes
_____b. no
_____c. not sure

7. Worth achieving
_____a. yes
_____b. no
_____c. not sure

8. In need of revision
_____a. yes
_____b. no
_____c. not sure

9-14. Based on your experience, who takes responsibility for implementing career education at your school?

9. At my school, I
_____a. present career education
_____b. do not present career education at my school

10. If "b" was chosen for item 9, please briefly explain why, then go to item 24.
_____a. Career education is not a priority in my school
_____b. It is not my role to present career education
_____c. I would like to present career education, but have too many other responsibilities
_____d. Other (please specify): _____

11. Subject area teachers (e.g., math, science, language) present career education.
_____a. 75-100%
_____b. 50-74%
_____c. 25-54%
_____d. less than 25%

12. Exploratory teachers present career education
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

13. All guidance counselors present career education.
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

14. Eighth grade guidance counselor presents career education.
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

15-22. Based on your experience, how is career education implemented at your school?

15. As part of the comprehensive, developmental guidance program checklist.
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

16. As a regular part of the function of IMPACT?
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

17. Integrated within subject area courses by teachers
_____a. regularly
_____b. frequently
_____c. seldom
_____d. never

18. As a follow-up to the interest surveys
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

19. Through presentations by guidance counselors
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

20. Through activities related to initiating the four-year plan?
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

21. Through the regular use of guest speakers (e.g., CRVs, Partners in Education)
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

22. Through field trips
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

23. Who do you work with in presenting career education concepts, activities and lessons? Select all answers that apply.

_____a. I do not present career education at this time
_____b. I make career education presentations independently
_____c. I work with other counselors in planning and implementing presentations and activities
_____d. I team with subject area teachers
_____e. I team with exploratory teachers
_____f. I use CRVs and Partners in Education
_____g. I work with the District career education contact

Items 24-28 describe factors that enhance implementation of career education. Rate the degree to which these factors are available to you.

1 2 3 4 5
Minimum Maximum

_____24. Interest and support by principal in career education instruction and counseling

_____25. Information sharing teachers and counselors

_____26. School activities related to career education

_____27. Adequate career education materials and resources

_____28. Community support such as speakers, Partners, and ADDitions volunteers

29-35. Please describe how <u>you</u> provide career education classroom presentations.

29. Grades (circle all that apply): 6 7 8

30. Topics:_____

31. Approximately how many classroom presentations per year?_____

32. Please list all the special career projects that you assist with or provide.
_____a. Career Day
_____b. Other (please specify):_____
_____c. Other (please specify):_____

33. Approximately how many students receive career education activities, counseling and guidance from you in a 9-week period? _____

34. How often do you provide classroom career developmental guidance?
_____a. 6-8 sessions a quinmester
_____b. 4-6 sessions a quinmester
_____c. 0-3 sessions a quinmester
_____d. Other (please specify):_____

35. Do you have any suggestions that might improve career education programs at the middle school level?

_____Staff development for career education held in your area
_____Other (please be specific)_____

_____

_____

_____

Career Education Program Evaluation
High School Guidance Counselor Questionnaire
Spring 1992

Please answer the questions that follow based on your own experience with career education.

1. Have you had the opportunity to become familiar with the OCPS District Articulation Plan, "Career Education on Target" (4-page folder with orange trim)?

   _____a. Yes _____b. No

2. Could you give an operational definition of career education to someone who had never heard of the concept?

   _____a. Yes _____b. No

3. Were you aware that Career Education Program is a critical component of the Comprehensive Developmental Guidance Program Checklist?

   _____a. Yes _____b. No

Objectives of the Career Education Program

√ To increase student awareness of the variety of occupational options that exist.

√ To assist students in career planning and the decision making process by utilizing the four-year academic career plan (secondary only).

√ To assist students in becoming proficient in employability skills and to develop work habits and attitudes that will help them succeed in the work place.

√ To help students recognize the relationship between education and future career plans.

√ To increase student awareness of the changing needs of society as it relates to the work place and labor force.

4-8. Please indicate your experience with the career education objectives listed above.

4. Clear and understandable
_____a. yes
_____b. no
_____c. not sure

5. Reasonable and appropriate
_____a. yes
_____b. no
_____c. not sure

6. Practical
_____a. yes
_____b. no
_____c. not sure

7. Worth achieving
_____a. yes
_____b. no
_____c. not sure

8. In need of revision
_____a. yes
_____b. no
_____c. not sure

9-14. Based on your experience, who takes responsibility for implementing career education at your school?

9. At my school, I
_____a. present career education
_____b. do not present career education at my school

10. If "b" was chosen for item 9, please briefly explain why, then go to item 24.
_____a. Career education is not a priority in my school
_____b. It is not my role to present career education
_____c. I would like to present career education, but have too many other responsibilities
_____d. Other (please specify): _____

11. Subject area teachers (e.g., math, science, language) present career education.
_____a. 75-100%
_____b. 50-74%
_____c. 25-54%
_____d. less than 25%

12. Elective teachers present career education
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

13. All guidance counselors present career education.
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

14. TAB Coordinators present career education.
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

15-22. Based on your experience, <u>how</u> is career education implemented at your school?

15. As part of the comprehensive, developmental guidance program checklist.
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

16. As a regular part of the function of IMPACT?
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

17. Integrated within subject area courses by teachers
_____a. regularly
_____b. frequently
_____c. seldom
_____d. never

18. As a follow-up to interest/aptitude surveys
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

19. Through presentations by guidance counselors
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

20. Through activities related to initiating the four-year plan?
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

21. Through the regular use of guest speakers (e.g., CRVs, Partners in Education)
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

22. Through field trips
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

23. Through advisement sessions
_____a. yes, high priority _____b. partial, medium priority _____c. no/low priority

24. Who do you work with in presenting career education concepts, activities and lessons? Select all answers that apply.

_____a. I do not present career education at this time
_____b. I make career education presentations independently
_____c. I work with other counselors in planning and implementing presentations and activities
_____d. I team with the Occupational Placement Specialist
_____e. I team with elective teachers
_____f. I use CRVs and Partners in Education
_____g. I work with the District career education contact
_____h. I work with the TAP Coordinator

Items 25-29 describe factors that enhance implementation of career education. Rate the degree to which these factors are available to you.

1 2 3 4 5
Minimum Maximum

_____25. Interest and support by principal in career education instruction and counseling

_____26. Information sharing teachers and counselors

_____27. School activities related to career education

_____28. Adequate career education materials and resources

_____29. Community support such as speakers, Partners, and ADDitions volunteers

30-36. Please describe how <u>you</u> provide career education classroom presentations.

30. Grades (circle all that apply): 9 10 11 12

31. Topics:_____

32. Approximately how many classroom presentations per year?_____

33. Please list all the special career projects that you assist with or provide.
_____a. Career Day
_____b. College Day
_____c. Other (please specify):_____
_____d. Other (please specify):_____

34. Approximately how many students receive career education activities, counseling and guidance from you in a 9-week period? _____

35. How often do you provide classroom career developmental guidance?
_____a. 6-8 sessions a quinmester
_____b. 4-6 sessions a quinmester
_____c. 0-3 sessions a quinmester
_____d. Other (please specify):_____

36. Do you have any suggestions that might improve career education programs at the high school level?

_____Staff development for career education held in your area
_____Other (please be specific)_____

_____

_____

_____